



Strategies for Supporting Children with SEND at Bugle School - MfL

How we support our pupils to succeed...

Communication and Interaction

- Good communication including clear speech, eye contact, allowing time to respond and using non-verbal gestures – for example thumbs up
- Keep instructions simple
- Check the child understands the task before starting
- Increase pupil independence and confidence by using a task management board
- Pre teach new vocabulary using visual cues/widgets as appropriate
- Share any changes to the organisation of the lesson or classroom with the child
- Allow time for the child to process new information and instructions with the support of visual cues
- Use a variety of questioning techniques with a particular focus on open ended questions, to elicit understanding or recollection of prior learning
- Use pictures and symbols to illustrate abstract, or new concepts to enhance curriculum access for pupils with learning difficulties
- Plan to teach new vocabulary explicitly in context. Create a word bank with widgets as appropriate

Cognition and Learning

- For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording etc
- Use numbered points or bullet points rather than large paragraphs of writing/information
- Allow children to use a ruler or their finger to follow writing/text when reading
- Highlight important information prior to the lesson
- Use pictures, diagrams, clear sub-titles and 'colour coded text' to break up large sections of information
- Carefully scaffold learning to suit the child's individual learning needs
- Give instructions clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson
- Give children time to process questions and formulate answers
- Provide word banks with key vocabulary and images linked to the focus of the lesson
- Repeat information in a variety of ways, using a range of vocabulary
- Provide a writing frame to support writing during independent activities
- Use of IT to support recording

Social Emotional
and Mental
Health

- Ensure there are adults available who have a positive, supportive, trusting relationship with the child to support during the lesson
- Ensure all adults supporting the child within the classroom have a good understanding of how best to support the child
- Consistently implement any rules/expectations
- Consider carefully seating arrangements to minimise distractions within the session
- Give instructions and key information clearly so the child understands what is being asked of them and how they will achieve the learning goal
- Give the necessary preparation prior to the lesson so that they know what to expect within the lesson
- Share new vocabulary with the child before the lesson
- Use PACE (Playfulness, Acceptance, Curiosity, Empathy) approaches to support the child within the lesson
- Carefully check through the content of the lesson to ensure you are considering the child's context and background before the lesson takes place. If necessary, adapt lessons with this information in mind to avoid triggers and to ensure the child feels safe and secure
- Provide children with a safe and familiar space if they need it throughout the lesson
- Predictable routines allow children to know what to expect and reduces the need for verbal information

Sensory and
Physical

- Background noise and reverberation to be reduced, sound equipment used if needed and glare adjusted according to need
- Speak clearly and slowly so that children can understand what is being said, what information is being shared and any instructions that are being given – ensure teacher's face can be seen e.g. avoid standing in front of light sources/windows
- Give enlarged images, pictures and diagrams – printed for the child so that they are not needing to look across two planes. Check resources/slides to make sure they do not create barriers for learners, e.g. font size/type, background colour etc
- Ensure resources are in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible
- Ask other children to repeat their questions clearly so that the child is aware of any key information being shared
- Ensure children sit closely to the front having clear vision of all aspects of the lesson
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods: role-play, card sorting and using the interactive whiteboard
- Be mindful of visual or hearing impairment during assessment points, planning carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. For example: "Pupils who are unable to communicate orally may be unable to complete the requirements of the attainment target relating to speaking. Pupils with hearing impairment may be unable to complete the requirements of the attainment target relating to listening and responding. When judgements against level descriptions are required, assessment of progress should discount these aspects." QCA, 2008